# Scope & Sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Course Name: Criminal Investigation **TSDS PEIMS Code:** 13029550 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 10 – 12.  **Prerequisites:** None.  **Recommended Prerequisites:** Principles of Law, Public Safety, Corrections, and Security. |
| **Course Description:** Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  1,875 Minutes  131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.338. (c) Knowledge and skills.** | |
| **Unit 1: Professional Standards and Communication Skills**  Students will explore and discuss employability skills, professional standards, and the importance of teamwork in the field of criminal investigation in small groups and/or as a class. Students will also discuss resources available through CTSO or other extracurricular organization(s) to further develop leadership, teamwork, and interpersonal skills.  Students will also use appropriate technology and/or assigned materials to research and analyze the field of criminal investigations, the characteristics of an effective investigator, and the roles of crime scene investigators and detectives. Students will use diagrams, charts, and or brief presentations to present their findings and compare and contrast roles and characteristics. | 5 Periods  225 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.  (2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:  (A) analyze the field of criminal investigations; and  (B) compare and contrast the characteristics of an effective investigator.  (8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:  (A) compare and contrast the roles of crime scene investigators, detectives, and crime scene investigators; and  (B) demonstrate the ability to work as a member of a team. | |
| **Unit 2: Criminal Investigative Procedures**  Being an effective investigator requires a knowledge of procedures and job functions in criminal investigation. Students in this unit will examine preliminary investigations such as initial response, point of arrival, priorities, emergency situations, and protection of the crime scene, research follow-up procedures for an investigation, and evaluate the effectiveness of interrelationships with individuals involved in investigations, such as police officers, dispatchers, prosecutors, defense counsel, physicians, coroners, medical examiners and forensic crime laboratories, citizens, witnesses, victims, complainants, and media. Students will practice and demonstrate effective interrelationships in relevant role playing scenarios and/or other activities. | 10 Periods  450 Minutes | (2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:  (C) examine preliminary investigations such as initial response, point of arrival, priorities, emergency situations, and protection of the crime scene;  (D) research follow-up procedures for an investigation; and  (E) evaluate the effectiveness of interrelationships with individuals involved in investigations such as police officers, dispatchers, prosecutors, defense counsel, physicians, coroners, medical examiners and forensic crime laboratories, citizens, witnesses, victims, complainants, and media. | |
| **Unit 3: Documenting Crime Scenes and Writing Reports**  In this unit, students will learn and use the proper equipment for documenting the crime scene during field investigations. Students will also view exemplary examples of actual and/or simulated field notes and reports, and learn, practice, identify the importance and uses of reports, and demonstrate writing effective field notes and reports for criminal investigations. Students will work together to explain the use of field notes; demonstrate an understanding of when, what, where, and how to effectively take notes during an investigation, and distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation. Students will work together in teams to create and plan on how to use digital investigative photography during a simulated investigation and staged crime scene, collect and organize a photographic sequence of photographs of the crime scene such as injuries, tool marks, fingerprints, tire impressions, footprints, bite marks, and other related evidence, analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence, and formulate ideas on admissibility of photographs in a court of law. After the simulated crime scene activity is completed, students will demonstrate different ways to write a report, such as in writing and computerized. Students will then examine their reports, and distinguish among organizing information, structuring the narrative, and composing the content, analyze common problems, and research ways to record and dictate for future report writing. | 15 Periods  675 Minutes | (3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:  (A) explain the use of field notes;  (B) demonstrate an understanding of when, what, where, and how to take notes;  (C) demonstrate how to effectively take notes during an investigation;  (D) distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation;  (E) create and plan on how to use digital investigative photography during an investigation and crime scene;  (F) collect and organize a photographic sequence of photographs of a crime scene such as injuries, tool marks, fingerprints, tire impressions, footprints, bite marks, and other related evidence;  (G) analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence; and  (H) formulate ideas on admissibility of photographs in a court of law.  (5) The student explores writing effective reports for criminal investigations. The student is expected to:  (A) distinguish among organizing information, structuring the narrative, and composing the content;  (B) identify the importance and uses of reports;  (C) analyze common problems with many investigative reports;  (D) research ways to record and dictate for future report writing; and  (E) demonstrate different ways to write a report such as in writing and computerized. | |
| **Unit 4: Creating Crime Scene Sketches**  The ability to create quality sketches is important is when investigating crime scenes. Students will in this unit investigate a simulated crime scene, and develop a crime scene sketch using coordinates or measurements from fixed points. Before creating sketches, student teams will create a plan and make observations and summarize the crime scene by taking notes and recording details.  After the activity, students will analyze, evaluate, and describe the elements of their crime scene sketch, such as measurements, compass directions, scale of proportion, legend/key, and title. | 10 Periods  450 Minutes | (4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:  (A) create a plan and make observations before sketching a crime scene, both as an individual and as a team;  (B) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend/key, and title;  (C) develop a crime scene sketch using coordinates or measurements from fixed points;  (D) summarize the crime scene by taking notes and recording details;  (E) analyze and evaluate to assess the crime scene sketch; and  (F) research and describe the final sketch such as finished scale drawing and computer assisted drawing. | |
| **Unit 5: The Fourth Amendment and Legal Searches**  Students in this unit will demonstrate an understanding of what a legal search is as outlined in the Fourth Amendment, and how it applies in various situations. Students will discuss and analyze the exclusionary rule, inevitable discovery exception, and good faith exception, explain when an officer needs a search warrant or consent to search during an investigation, research Terry v. Ohio and the legal ramifications it has on pat downs and frisks, evaluate a search incident to an arrest, describe searching during emergency situations and warrantless searches of vehicles, and demonstrate how to conduct an inventory of a vehicle. | 10 Periods  450 Minutes | (6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:  (A) analyze the exclusionary rule, inevitable discovery exception, and good faith exception;  (B) explain when an officer needs a search warrant or consent to search during an investigation;  (C) research Terry v. Ohio and the legal ramifications it has on pat downs and frisks;  (D) evaluate a search incident to an arrest;  (E) describe searching during emergency situations and warrantless searches of vehicles; and  (F) demonstrate how to conduct an inventory of a vehicle. | |
| **Unit 6: Crime Scene Searches**  Students will participate in a simulated crime scene search in this unit, and learn as well as demonstrate how to conduct a variety of searches. Students will also analyze and explain the precedents that were established by the Carrol v. United States, Chambers v. Florida, Chimel v. California, Mapp v. Ohio, Terry v. Ohio, and Weeks v. United States decisions and explain how police canines are used to conduct legal searches. | 10 Periods  450 Minutes | (7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:  (A) analyze the precedents that were established by the Carrol v. United States, Chambers v. Florida, Chimel v. California, Mapp v. Ohio, Terry v. Ohio, and Weeks v. United States decisions;  (B) conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns such as spiral, line, grid, and strip;  (C) demonstrate how to conduct building, vehicle, suspect, and dead body searches; and  (D) explain how police canines are used to conduct legal searches. | |
| **Unit 7: Evidence Collection**  In this unit students will learn the procedures of collecting evidence and demonstrate those skills in a simulated activity. Students will work together in teams to discover and recognize evidence at a simulated crime scene, apply their knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence, outline the chain-of-custody procedure for evidence discovered in a crime scene, demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene, and explain and demonstrate the use of video and still photography to preserve a simulated crime scene. After the activity has been completed, students will analyze the use of the evidence they have collected in a simulated court of law. | 15 Periods  675 Minutes | (8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:  (B) demonstrate the ability to work as a member of a team;  (C) discover and recognize evidence at a simulated crime scene;  (D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence;  (E) outline the chain-of-custody procedure for evidence discovered in a crime scene;  (F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene;  (G) explain and demonstrate the use of video and still photography to preserve a simulated crime scene; and  (H) analyze the use of evidence in a court of law. | |
| **Unit 8: Processing and Analyzing Trace Evidence**  There are specific methods students need to learn about processing and analyzing trace evidence commonly found in a crime scene. In this unit students will participate in “hands on” activities and simulations to learn and demonstrate trace evidence process and analysis techniques. | 10 Periods  450 Minutes | (9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:  (A) demonstrate how to process trace evidence such as glass, blood, paint, fibers, and hair collected in a simulated crime scene;  (B) identify shoe and tire impressions from sample impressions;  (C) determine the direction of a projectile by examining glass fractures;  (D) analyze bite marks from crime scenes and investigations;  (E) compare and contrast the microscopic characteristics of the human hair and animal hair; and  (F) differentiate between natural and synthetic fibers. | |
| **Unit 9: Fingerprint and Impression Collection**  In this unit students will participate in “hands on” activities and occupational task simulations to learn and demonstrate how to collect fingerprints and impressions from a simulated crime scene. Students will also compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses, identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures, and compare impression evidence collected at a simulated crime scene with the known impression. In addition, students will perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin as well as perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders. In classroom discussions and/or brief presentations, students will explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in AFIS. | 10 Periods  450 Minutes | (10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:  (A) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;  (B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures;  (C) distinguish among patent, plastic, and latent impressions;  (D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;  (E) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;  (F) explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in AFIS; and  (G) compare impression evidence collected at a simulated crime scene with the known impression. | |
| **Unit 10: Blood Splatter Analysis**  Students in this unit will learn how to analyze blood splatter as well as identify invisible blood stains at a simulated crime scene. Students will explain the method of chemically identifying and locating an invisible blood stain using reagents such as luminol and analyze blood stain patterns based on source, direction, and angle of trajectory. | 10 Periods  450 Minutes | (11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:  (A) analyze blood stain patterns based on source, direction, and angle of trajectory; and  (B) explain the method of chemically identifying and locating an invisible blood stain using reagents such as luminol. | |
| **Unit 11: Toxicology Laboratory Procedures**  In this unit, students will explore and learn toxicology laboratory procedures in crime labs. Students will analyze the absorption, distribution, and elimination of alcohol through the human body and research the blood alcohol laboratory procedures as they relate to blood alcohol concentration, and share their findings in discussions and/or brief presentations. Students will also explain the levels of tolerance and impairment due to alcohol consumption as well as explain the precautions necessary for proper preservation of blood samples while at a crime scene. | 10 Periods  450 Minutes | (12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:  (A) analyze the absorption, distribution, and elimination of alcohol through the human body;  (B) research the blood alcohol laboratory procedures as they relate to blood alcohol concentration;  (C) explain the levels of tolerance and impairment due to alcohol consumption; and  (D) explain the precautions necessary for proper preservation of blood samples while at a crime scene. | |
| **Unit 12: Serology Laboratory Procedures**  In this unit students will learn serology laboratory procedures and research methodologies used to collect and analyze other body fluids. Students will explain and demonstrate crime laboratory procedures to determine if a stain detected in a crime scene is blood. | 10 Periods  450 Minutes | (13) The student explores serology laboratory procedures in criminal investigations. The student is expected to:  (A) explain crime laboratory procedures to determine if a stain detected in a crime scene is blood; and  (B) research methodologies used to collect and analyze other body fluids. | |
| **Unit 13: Identifying Drugs**  Identifying controlled substances at a crime scene is common in crime scene investigations. In this unit, students will identify identifies drugs found at a simulated crime scene, and classify controlled substances using the schedules under the Controlled Substances Act. | 10 Periods  450 Minutes | (14) The student identifies drugs found at a simulated crime scene. The student is expected to:  (A) classify controlled substances using the schedules under the Controlled Substances Act; and  (B) identify controlled substances. | |
| **Unit 14: Bullet and Tool Mark Impressions**  In this unit, students will evaluates bullet and tool mark impressions in a simulated criminal investigation. In brief presentations, students will explain the individual characteristics of tool marks, describe the mechanism of modern firearms, describe the composition and method of analysis for gunshot residue and primer residue, discuss the characteristics of bullet and cartridge cases, and explain the type of information available through the National Integrated Ballistics Information Network. | 15 Periods  675 Minutes | (15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:  (A) explain the individual characteristics of tool marks;  (B) describe the mechanism of modern firearms;  (C) recognize characteristics of bullet and cartridge cases;  (D) describe the composition and method of analysis for gunshot residue and primer residue; and  (E) recognize the type of information available through the National Integrated Ballistics Information Network. | |
| **Unit 15: Calculating Time and Cause of Death**  Calculating time and cause of death is vital for crime scene investigation. Students in this unit will learn the science behind body decomposition and how to determine cause of death. Students will explain the process and timeline of rigor mortis and its role in calculating time of death, explain post mortem lividity and its importance when processing a crime scene, determine time of death using entomology, and determine time and cause of death methodologies through case studies. | 10 Periods  450 Minutes | (16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:  (A) explain the process and timeline of rigor mortis and its role in calculating time of death;  (B) explain post mortem lividity and its importance when processing a crime scene;  (C) determine time of death using entomology; and  (D) determine time and cause of death methodologies through case studies. | |
| **Unit 16: Physical Evidence and Questioning Techniques**  In this unit, students will learn and then demonstrate an understanding ofhow physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. Students will learn and explain the terms victim, complainant, witness, and suspect as they apply to a criminal investigation, demonstrate interviewing and interrogating throughout an investigation, demonstrate effective questioning techniques and positive communication skills, and describe the techniques used to interview and question children and juveniles. In classroom discussions, presentations, or other activities, students will also practice and analyze the importance of reading the Miranda Warnings during interviewing and interrogating. | 10 Periods  450 Minutes | (17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:  (A) explain the terms victim, complainant, witness, and suspect as they apply to a criminal investigation;  (B) demonstrate interviewing and interrogating throughout an investigation;  (C) demonstrate effective questioning techniques and positive communication skills;  (D) analyze the importance of reading the Miranda Warnings during interviewing and interrogating; and  (E) describe the techniques used to interview and question children and juveniles. | |
| **Unit 17: Creating a Suspect Profile**  In this course culminating activity, students will develop a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. To complete this project, students will compile information provided by simulated victims, witnesses, and other persons likely to know about the crime or the suspect, examine physical evidence left at the simulated crime scene to determine a suspect profile, identify a suspect Modus Operandi at the crime scene, analyze computerized composite sketch applications such as Identi-Kit and research any available audio, video, and/or electronic surveillance. After the profiles have been presented and discussed, students will discuss and describe techniques used to create photo line ups, identification, and mug shots. | 15 Periods  675 Minutes | (18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:  (A) compile information provided by victims, witnesses, and other persons likely to know about the crime or the suspect;  (B) examine physical evidence left at the crime scene to determine a suspect profile;  (C) identify a suspect Modus Operandi at a crime scene;  (D) analyze computerized composite sketch applications such as Identi-Kit;  (E) describe techniques used to create photo line ups, identification, and mug shots; and  (F) research audio, video, and electronic surveillance. | |